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AFTER-SCHOOL PROGRAM REPORT--1964-65, A GUIDE TO CONDUCTING A COMMUNITY-WIDE COMPENSATORY EDUCATION PROGRAM BASED ON THE ACT EXPERIENCE.

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THIS REPORT ON THE HARLEM ASSOCIATED COMMUNITY TEAMS, INC. (ACT) AFTER-SCHOOLS PROGRAM FOR INSCHOOL YOUTH DESCRIBES THE PROJECT'S REMEDIAL, TUTORIAL, AND STUDY PROGRAMS. OTHER PROGRAMS HAD ACADEMIC AND CULTURAL ENRICHMENT FEATURES, AND SOME CONCENTRATED ON INTERGROUP RELATIONS, NEGRO HERITAGE, GUIDANCE AND COUNSELING, AND PARENT EDUCATION. YOUTH SERVICE CENTERS OFFERED AFTER-SCHOOL AND SATURDAY SESSIONS STAFFED BY LICENSED TEACHERS, ADVISORS, ASSISTANT TEACHERS, AND AIDES FROM THE ACT YOUTH LEADERSHIP CORPS. THE MAJOR FOCUS IN MANY OF THE PROGRAMS WAS ON GUIDANCE AND COUNSELING FOR THE STUDENTS, WHO WERE RECRUITED BY AGENCY AND CHURCH REFERRAL AND BY VARIOUS COMMUNITY CAMPAIGNS. IT IS NOTED THAT THE PROJECT NEEDS REALISTIC PERSONNEL SELECTION CRITERIA AND A STRONGER TRAINING AND EVALUATION PROGRAM. TO ENCOURAGE SUCCESSFUL INDIGENOUS LEADERSHIP IN ANTIPOVERTY PROGRAMS, IT SHOULD TRAIN VERY CAREFULLY THE ASSISTANT TEACHERS RECRUITED FROM THE COMMUNITY. THERE ALSO SHOULD BE COOPERATION BETWEEN AGENCY AND BOARD OF EDUCATION AFTER-SCHOOL PROGRAMS. LICENSED BOARD OF EDUCATION COUNSELORS COULD ACT AS LIAISON BETWEEN AGENCY, CENTERS, HOMES, AND SCHOOLS. THE APPENDIXES TO THIS REPORT CONTAIN DATA ON CENTER PERSONNEL AND LOCATIONS, AND COPIES OF VARIOUS FORMS USED IN THE PROJECT. (NH)

INFORMATION RETRIEVAL CENTER ON THE DISADVANTAGED
Ferkauf Graduate School of Education, Yeshiva University

AFTER-SCHOOL PROGRAM REPORT:

1964-65

ABSTRACTED
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A Guide to Conducting a Community-Wide Compensatory Education Program

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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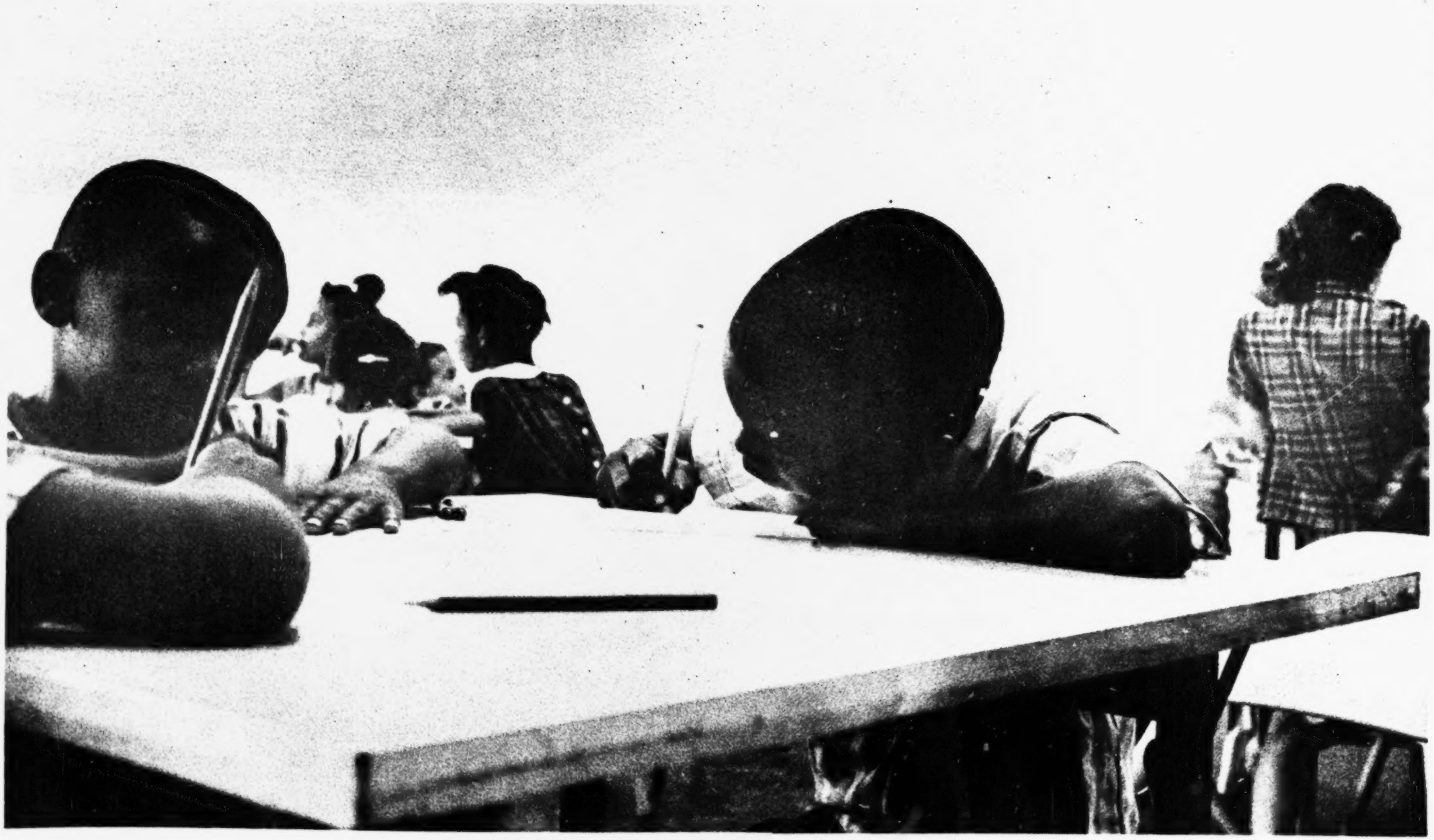

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AN ACT EDUCATION DEPARTMENT REPORT

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June, 1965

PREFACE

This report attempts to give the reader a "behind the scenes" view of the 1964-65 ACT AFTER-SCHOOL PROGRAM. We have recorded the program's successes, failures and problems. The recommendations made are based on ACT's total experience in the area of compensatory education.

Many people contributed to this exciting and sometimes frustrating endeavor. Mr. Gordon Dease, a graduate of ACT's Domestic Peace Corps, coordinated the program. Mr. Edward Carpenter, guidance counselor at Frederick Douglass Junior High School and Vice-President of the Association of Guidance Counselors, developed and coordinated the guidance aspect of the program. They were ably assisted in the office by two efficient education aides -- Misses Joan Ricketts and Gyl Coker, an untiring secretary, Mr. Melvin Cornish and five field assistants -- Eva Brown, Rachel Banks, Larry Perry, Leslie Scott and Oliver Johnson.

As the report discloses the advisors, teachers, assistant teachers and aides in the Centers were the heroes and heroines of this demonstration. Through snow, rain and heat -- without proper lighting, equipment and materials,

they managed to provide the students with a highly professional program of instruction. Their names appear in Appendix A.

The churches, community centers and the YWCA, where the Centers were located, were most cooperative and understanding.

It is hoped that other agencies conducting after-school programs will benefit from the ACT experience.

Jacquelyn L. Petersen
Director of Education
Associated Community Teams, Inc.

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PART I

PROBLEMS AND EDUCATIONAL NEEDS

OF

HARLEM'S IN-SCHOOL YOUTH

In today's technological society, education is one of the principal keys to success. Over 50% of Harlem's adult residents do not possess this key. They have less than a ninth grade education.

Comparison of Adult Academic Achievement Levels*

	Harlem	Non-Whites in NYC	Whites in NYC
No School	3%	3%	5%
1-8th Grade	50	43	37
Some High School	23	23	20
High School Graduate	18	21	22
Some College	6	10	16
Persons 25 yrs. and over	142,705	639,624	4,315,457

*Censuses of Population and Housing, 1960, U. S. Bureau of the Census, Final Report PHC (1)-104, Part 1, Tables P-1 and P-4.

HARYOU's study, Youth in the Ghetto, reveals that this distressing pattern is continuing. The education prognosis for Harlem's school age youth is far from bright. 30% of the third grade youth score below grade level on standardized reading examinations. As these youth advance in grade, underachievement increases. 80% of the total sixth grade population read below grade level. It is, therefore, not surprising that 55% of the students who graduate from the segregated junior high schools in Harlem drop out of high school prior to graduation.

What causes the Harlem youth to underachieve and eventually drop out of school? Research findings indicate that a variety of factors in the home, school and community contribute to this growing problem.

The Homes

The impact of the low economic status and social pathologies detailed in Youth in the Ghetto affect the youth in many ways. Mental, emotional and physical health are impaired. Noisy, overcrowded housing deters self-

[1]Harlem Youth Opportunities Unlimited, Youth in the Ghetto, unpublished, April 1963.

discipline and impedes the development of study, listening and oral communication skills.

Interviews conducted by the HARYOU Education Research Committee indicate that Harlem parents are genuinely concerned about their children; but lack time and/or knowledge of how to express this concern in positive ways.'

The Schools

The HARYOU study concludes that teachers and other school personnel believe the students' socio-economic status affects their intellectual capacity. Therefore, as Dr. Kenneth B. Clark argues in his latest book, Dark Ghetto, when teachers do not expect their children to learn and do not motivate them to learn, they do not learn.[3]

Another staff problem is the dearth of Negro supervisors. Dr. Kenneth B. Clark contends that ". . . . if a child observes that in his school all of the adults with prestige and authority are of one skin color, while all those in menial positions are of another, naturally he begins to believe that skin color is an aspect of status."[4] His negative self-image is reenforced.

[3]K. B. Clark, Dark Ghetto, New York, Harper and Row, 1965.

[4]K. B. Clark, Prejudice and Your Child, (2nd ed.; Boston; Beacon Press , 1963), pg. 90.

The HARYOU study cites the curricula and material as areas where the schools are not meeting the needs of the Harlem youth. The courses of study are based on experiences which are foreign to the "culturally different" students of Harlem. The basic text books inadequately portray the past and current contributions of the Negro and other minority groups. The students, unable to identify with the subject matter, become disinterested, experience failure and eventually leave school before completing their secondary education.

In Education in Depressed Areas, Dr. Harry Passow points out that "ghetto" youth possess a reservoir of latent talents which are rarely tapped. Due to the insufficient number of experienced, understanding teachers and the large class sizes, the students in Harlem are not provided adequate opportunities to develop their interests and abilities.

The Community

In "disadvantaged" areas the possession of high priced automobiles, expensive clothes and cash are the symbols of success. Because of social, rather than geographical distance, most youth in Harlem seldom know or come in contact with persons who have used socially accept-

[5]Harry A. Passow, Education in Depressed Areas; Columbia University Teachers College, Bureau of Publications, 1963.

able methods to attain these. Their role models are the "hustlers", gamblers, narcotics peddlers, etc. Since formal education is not a prerequisite for achievement in these "vocations", many youth see little reason to complete school.

School-Community Relations

The relations between the schools and the community are quite strained. Based on the 1954 Supreme Court decision, community groups have used school boycotts and other measures to hasten the desegregation of the Harlem schools. The parents feel that the schools, which have a 97% Negro population, are providing their children with an inferior education.

. . . . . .

Although many forces are at work, attempting to solve the educational problem and meet the needs of the youth in this community, it will take time and sincere effort before their goals are achieved. Meanwhile, what is to become of the current group of in-school youth? What are their educational needs? How can an agency help to meet these needs? These are the questions ACT focused upon while designing its AFTER-SCHOOL PROGRAM.

PART II

ACT'S PROGRAM DESIGN

ACT hypothesized that a community agency can provide youth with a rewarding compensatory educational experience when the program:

- Is adequately staffed by trained, highly motivated, carefully selected persons.
- Provides for the multiplicity of student needs.
- Employs interesting materials.

Using these guidelines, ACT's program proposal included the following components:

Remedial Programs to assist underachievers to develop proficiency in reading and math.

Tutorial and Study Programs to develop positive work-study skills and habits.

Academic Enrichment Programs to develop the abilities and skills of the average and above average youth.

Cultural Enrichment Programs to broaden the students' experiences and develop talents.

Heritage Programs to instill group pride, develop positive self-concepts and motivate the youth to strive for upward mobility.

Human Relations Programs to enhance intergroup relations.

Guidance and Counseling Programs to assist the youth to understand and cope with their personal problems; appraise their weaknesses and strengths; identify areas of academic, vocational, social and cultural interests; select appropriate high schools and institutions of higher learning; obtain scholarship aid; and part-time employment.

Parent Education Programs to assist parents to better understand their role in the education of their children.

PART III

THE PROGRAM

A. PREPARATION FOR ACTION

On October 13, 1964 ACT opened twenty-three (23) After-School Youth Services Centers (nine afternoon centers, seven evening centers and seven Saturday centers) in nine locations. Much work was done to prepare for this opening. Center sites were selected; staff recruited, trained, and assigned; students recruited; and materials ordered.

1. Selection of Center Locations

When selecting the sites for the centers three criteria were considered in addition to adequate lavatory, heating and lighting facilities:

a. HARYOU mandated that ACT place no more than one center in each school district.

b. The ACT program design called for one room for each segment of the program -- remediation, the study club and guidance. The Saturday program would utilize the same facilities.

c. In order to protect the materials and equipment, the rooms must not be used for other activities.

After canvassing churches, community centers, libraries and other agencies, nine locations were selected - three (3) churches, five (5) N. Y. C. Housing Authority Community Centers and the Upper Manhattan Y. W. C. A.

Since space is at a premium in the Harlem community only three (3) met the total criteria. The others had one double sized room and one of average size. ACT supplied two locations with rented chairs and tables.

2. Selection of Staff

Teachers and Advisors

The Education Department reviewed all teacher and advisor applications. Persons with teachers' guidance counselors' or attendance teachers' licenses and two or more years of experience, were interviewed. The purpose of the interview was to ascertain attitudes, understanding, skill, ability to establish rapport with the youth, and to be positive role models for the youth. Of the one-hundred sixty-five (165) applications received twenty-six (26) teachers and nineteen (19) advisors were selected. Of this number four (4) were Caucasian.

Assistant Teachers

ACT's Harlem Domestic Peace Corps Department recruited seventy-one (71) college students and mature high school graduates. Most of these recruits were residents of the community. At the end of the three week training program the training staff recommended candidates to the Education Department. Of this group thirty-eight (38), who expressed an interest in working with youth in a guidance oriented tutorial capacity, presented a positive personal appearance and possessed the ability to communicate, were selected. In November, thirty-two (32) additional assistant teachers were recruited.

Aides

The Coordinator of ACT's Youth Leadership Corps recommended thirty-five (35) youth, between the ages of 15 and 17 to fill the aide positions. After interviewing each the Education Department selected twenty (20).

3. Training and Orientation of Staff

The staff received varied amounts of orientation and training.

The teachers and advisors attended four two hour orientation sessions (10/5 - 10/9/64). The workshops apprised them of the program goals, students to be serviced, the job descriptions and responsibilities of each person in the center, the program process, materials to be used and techniques of working with assistants and aides.

The first group of assistant teachers participated in a three-week intensified training two-phase program from 9/21 - 10/9/64.[6] The lecturers, workshop, and field trip leaders were community oriented social workers, educators, social scientists and civic leaders. Phase 1 attempted to sensitize the trainees to the impact of the socio-eco "ghetto"

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[6]The assistant teachers in this program were to have been trained at one time. Due to problems in the recruiting process, almost half of the initial group did not meet the criteria. They were released on 10/3/64. A second group was immediately recruited to fill the vacated positions.

conditions on the youth, acquaint them with the resources in the community and the dynamics of groups. In Phase 2, the assistant teachers learned techniques of working with individuals and groups; methods and materials used in the centers, the aims of the After-School program, the target group to be served, and the roles and responsibilities of the various center personnel. (Science Research Associates [SRA] consultants trained the teachers and assistant teachers in the use of SRA materials.

The second group of assistant teachers began working in the centers on 11/16/64, after participating in a one-week orientation program. They received the remainder of their training on six subsequent Fridays and Saturdays.

The coordinators of the After-School Program and the Youth Leadership Corps (YLC) provided the YLC aides with one week of training which prepared them to work with the teachers and assistants, and to assist younger children with their homework.

Paid monthly in-service training conferences were held for each category of workers. At these conferences new materials were introduced, problems and program activities were discussed.

4. Recruitment of Students

ACT conducted a pilot After-School Project (3/63 - 6/63), and Summer Study Programs in 1963 and 1964. During these periods the Board of Education was not conducting a compensatory education program; therefore, the schools referred students to ACT's programs. With the advent of the Board of Education's centers in September, 1963, this cooperative arrangement no longer maintained. Most of the schools viewed the ACT program as competitive.

Faced with this new development, ACT used other means to recruit students for its centers. The agencies and churches where the centers were located recruited the major portion of the youth from their membership. ACT supplemented their efforts by requesting local radio stations, religious, social and civic organizations to announce the program and the center locations. Posters were prominently placed in community centers, housing projects, laundromats, banks, stores and other places where the youth and their parents congregate.

The youth were registered at the center nearest to their homes.

5. Materials and Equipment

Materials, supplies and equipment were ordered during the last week of September. Arrangements were also made to have the items delivered to the centers on the opening day.

B. THE PROGRAM IN OPERATION

1. Administration

HARYOU prepared the After-School budget. Before this budget was presented to the funding agencies, ACT's Education Department requested additional personnel lines for center and field supervisors. Although this request was based on ACT's past experiences in this area, it was denied. In September, 1964 HARYOU-ACT sub-contracted one-half of the approved budget to ACT.

After several conferences with the Associate Director it was decided that if these deficiencies caused program problems, the structure would be altered.

Six HDPCorpsmen were assigned to the Education Department to serve as field aides. Each was responsible for maintaining the daily attendance records of the staff and students. They also recorded the happenings and needs of the centers.

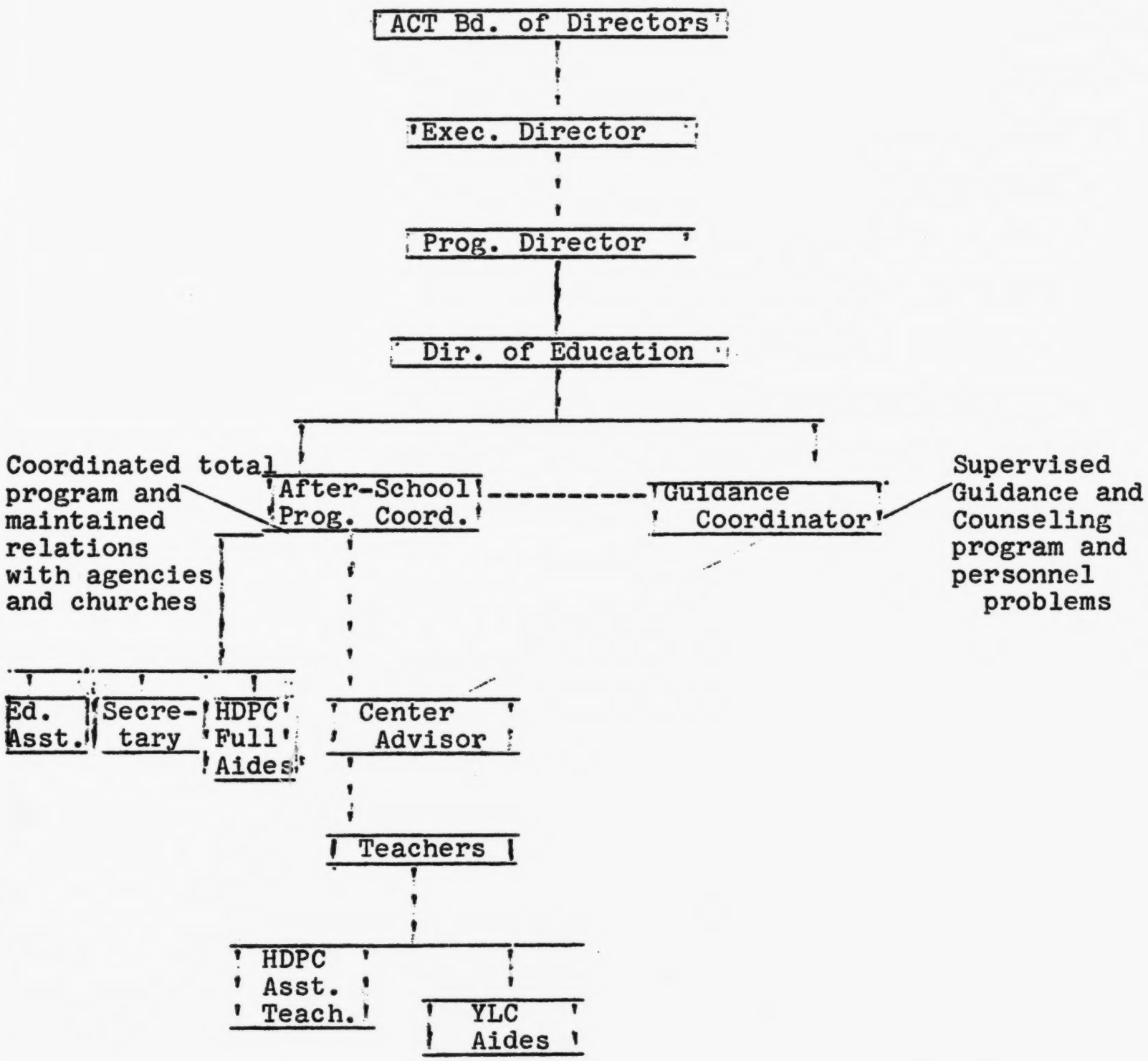
By January, as anticipated, the centers were in chaos. The teachers were quarreling among themselves and with the assistant teachers and aides. They also resented having non-professionals observing their work. The assistant teachers also legitimately objected to the lack of professional supervision, the insufficient amount and delayed receipt of requested materials and pay checks.

These mounting problems were verbalized on January 9 during an HDPC assistant teachers "gripe" session. The assistant teachers, not understanding the complexities of starting an education program or the interrelated responsibilities of the various ACT departments, centered their criticism on the Education Department.

On January 18 and 25 the Education Department administered a problem inventory questionnaire to the advisors, teachers and assistants. This instrument revealed that two of the most pressing problems were a need for professional field supervision and an authority figure in each center. Conferences with the coordinator of the Police Athletic League Program in Manhattan and observations of the Bureau of Community Education centers in school districts 12, 13 and 14 also confirmed a need to immediately decrease the Education Department's administrative span, decentralize responsibility and authority, and increase professional field supervision.

In an attempt to meet these needs, while adhering to the budgetary limitations, on February 1, 1965 the Education Department revised the structure of the centers.

REVISED STRUCTURE OF THE AFTER-SCHOOL PROGRAM



The center advisors' responsibilities were increased. In addition to their guidance and counseling duties, they were placed in charge of the centers. In this role they supervised the staff and program, held weekly conferences, kept time and attendance records, requested and received materials, wrote monthly reports and attended monthly guidance and supervision conferences.

A guidance coordinator was hired to supervise the counseling aspects of the program, hold the monthly in-service training conferences for the advisors and handle center personnel problems.

The HDPC field assistants, no longer needed to observe the center programs, delivered materials, assisted the center advisors with clerical work (such as sending parents notices of absences, etc.), and in the planning and implementing of the special activities.

The monthly Center Reports indicate that these changes had positive effects on the program.[7] The team relationship which developed among the staff produced creative programs. The student attendance became more stable and registration steadily increased.

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[7]The advisors' monthly Center Reports summarized the past month's program and projected each teacher's weekly plan for the ensuing month. The students' attendance was recorded daily and submitted to the office each month.

2. The Programs

The afternoon centers operated from 4:00 - 6:00 P. M. on Tuesdays through Fridays; and the Saturday centers from 10:00 - 2:00 P. M. for 3rd - 6th grade youth; while the evening center programs met Monday through Thursday from 7:00 - 9:00 P. M. for secondary school students.

a. Remedial Reading Program

A licensed teacher and at least two assistant teachers provided remedial reading instruction at the afternoon and evening centers for groups of twenty (20) or less. The students were placed according to their age, grade and the results of the diagnostic test. These tests were administered at the time the students entered the program.

The advisors, teachers and assistants agree that after the February reorganization, this program began to function smoothly. The advisors, acting on the Director's instructions, reduced the use of the Science Research Laboratories (SRA). In many centers this was the only material used. The students became bored and their attendance was sporadic. When other materials were incorporated into the lessons, the students' interest and attendance improved.[8]

Gates reading Survey Forms A and B were administered during the first and last weeks of the program, respectively. Since many of the stu-

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[8]Each center was supplied with Board of Education diagnostic reading tests, McCall Crabbe Test Lessons, Lippincott, Lyons and Carnahan, Scott Foresman and Charles Merrill graded reading materials.

dents did not attend the centers continuously from October to June few conclusions can be drawn from the test results.

b. Remedial Math Program

There was also mutual agreement that the mathematics program was extremely weak. Unlike the reading program, the staff received no specialized training in this area nor were they given a course of study similar to the Reading Handbook prepared by the Education Department. To add to this problem, the math materials ordered in November were not received until February.[9] During this period the students received homework assistance and very little remedial math.

c. Study Club Program

Where possible a room was reserved in each weekday center for a study club. In some centers a portion of a very large room served as the study area. The assistant teachers and aides helped the students individually and in small groups with their homework assignments.

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[9]Betz, Avery-Stone, Carlson Forkner and Precket, and Amsco basic math, algebra, plain geometry and bookkeeping graded math materials were used.

d. Saturday Enrichment Program

The term enrichment as it is used here means the exposing of our youths to meaningful experiences that can bring immediate satisfaction, serve as motivation for future behavior and develop pride in self, family and community. To accomplish this aim, begin with the youth "where he is now." Initial interviews are directed to relieving any anziety regarding learning, living and participating in the program. These interviews are then directed toward realistic self-appraisal. The desired outcome is for our youth to accept the fact that learning is vital in a pluralistic-technological society; that the mere process of learning can bring individual satisfaction; that they are needed to take leadership within the community; that educational and vocational opportunities are available today; and that the factor of race need not be insurmountable.

Counseling per se is not enough. In fact, environmental manipulation is often necessary. For example, a boy at one of the centers professed an interest in becoming an insurance agent. The center advisor, after several contacts with the youth, arranged a visit to a neighboring insurance company. The boy was shown the varied aspects of the industry. He discovered the importance of office machines, record keeping, office decorum and what was more important, the fact that there are opportunities for the trained person. Continued work with this youth resulted in a more healthy attitude toward learning, self and his relationships within the "in-school" setting.

Bitterness and feelings of inferiority regarding race were approached through experiential learning and activities. Negro history in our Heritage and Culture program stressed past contributions of Negroes, but in addition involved Negroes engaged in plumbing trades, printing trades, retailing, services and civil service employment. The youth also visited doctors, lawyers, accountants and other professionals in the community. Those youngsters, whose present school functioning warranted professional exposure, were provided with such experiences. Literature and art created by Negroes were brought in and discussed at the centers. They were encouraged to create and discuss poems, accept group criticism, become involved in plays, skits and debates to enhance

the creative spark and give training in speech, writing and poise. Others participated in library research, the arts and crafts, drama and dance workshops.

Another important aspect of our Enrichment Program was the involvement of all center personnel in creating and producing center skits, songs, dances that culminated in an All Center program to which the community was invited. This concept of all-center personnel is somewhat different from what is commonly experienced in the school setting in that our advisers were an integral part of the whole process and even participated in the plays, skits and dances. This brought a "closeness" that is desirable among the advisers, teachers, assistant teachers, and youth. Center morale became high and personal differences among the children were dispelled through the socializing activity of group creation, group criticism and group production of a worthwhile project.

Originally, the Saturday Centers were to have two sessions - 10:00 A. M. to 12:00 noon for elementary students, and 1:00 to 3:00 P. M. for secondary students - with activities based on an ACT prepared booklet of biographies of past and current African and Negro American leaders from seven career areas.

This plan had to be drastically altered for two reasons: The booklet was not completed, and the secondary students did not respond to the program.[10]

To accommodate these unforeseen circumstances the program was revamped to service elementary students only from 10:00 A. M. to 2:00 P. M. The students formed natural groups which were led by the assistant teachers. The Saturday advisers, selected for their competence in the area of African and Negro history, prepared an interesting activities program for their centers.

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[10]Contractual differences occurred between the agenc and the consultants engaged to develop the theme of the booklet.

The attendance records and completed projects indicate that as the program progressed the students became more interested. The activities utilized all positives possessed by our youths, stimulated further growth in these areas, provided immediate satisfaction through a successful experience and motivated and stimulated pride in self. Many of the students, who heretofore resisted participation in such "in-school" activities, discovered that they did have ability and as a concommitant displayed more interest in learning and leisure time reading.

e. Guidance and Counseling Program

From our research we found that many counseling services had remedial programs but no remedial programs which included a guidance and counseling service. Since the Education Department had no guideline to follow, it first determined the youths' guidance and counseling areas of need and then developed a program to satisfy the unmet needs.

ACT believes that due to de facto school segregation, environmental conditions, incomplete home structures, improper use of I.Q. scores, inadequate educational-vocational guidance, etc., a meaningful compensatory education program must also include guidance and counseling services.

Negro students in the Harlem community are frequently characterized as being apathetic, unmotivated, sexually precocious, and intellectually inferior to his white counterpart. If this be true, the segregated schools they attend can be cited as one of the causal factors. David and Pearl Ausubel in their paper; Ego Development Among Segregated Negro Children, state that ". . . the Supreme Court Decision of 1954 outlawing school segregation was based primarily on considerations of ego development."[11] They further indicate that

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[11]David P. and Pearl Ausubel. "Ego Development Among Segregated Negro Children"; Education in Depressed Areas, A. Harry Passow, ed.. Columbia University, Teachers College, Bureau of Publications, 1963 p. 117, New York.

". . . school and other public facilities cannot be 'Separate and Equal' because enforced and involuntary separateness that is predicated on purely arbitrary criteria necessarily implies an inferior caste status, and thereby results in psychological degradation and injury to self-esteem."[12]

In addition to attending de facto segregated schools, our youngsters are exposed to all of the evils of a congested and deprived environment. The psychic harm resulting from such exposure serves to further demean and denigrate our youth. The Ausubels indicate that ". . . many of the ecological features of the segregated Negro subculture that impinge on personality development in early childhood are not specific to Negroes as such, but are characteristic of most lower-class populations."[13] Although this is true, it does not dispute the fact that the Negro has been, to a degree, powerless in remedying the harms affecting him.

The youth's observation that his parents are helpless in bringing about great changes in his life have developed surrogate parental figures through peer-group affiliation. The Ausubles allude to this fact with parsimony. . . when they refer to "a pattern of precocious independence from the family combined with the exaggerated socializing influence of the peer group."[14] In addition, the Negro family life is "mother dominated". Homes are frequently broken, lacking a male figure as model for the boy. This matriachal and negative family atmosphere results in further self-debasement. An interesting side affect of such a family constellation as indicated by the Ausubels results in the frequent attempt of the boy to adjust by adopting feminine traits and mannerisms.

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[12] Ibid.
[13] Ibid.
[14] Ibid.

Our program is also concerned with the misuse of I. Q. scores available to counselors in working with the deprived child. True, the Board of Education of New York City has abrogated this practice, but 'the memory lingers on'. Youths have often been channeled to courses detrimental to their interest and impractical for their needs. Dr. Kenneth B. Clarke states, ". . . the many examples of well-intentioned teachers who point to the low intelligence-and achievement-test scores of these children as the basis for their belief that these children cannot be educated. These teachers generally do not base their judgment on conscious racial bias or rejection of these children as human beings or necessarily on their "poor heredity." They point to the realities of a poor environment, cultural deprivation and lack of educational stimulation in the home as the determinants of low academic achievement of these children. They maintain that these children should not be expected to function up to the academic level of other children because the test scores clearly indicate that they cannot. Further, they state that to pressure these children for an academic achievement that they are incapable of reaching only creates frustrations and anxieties which will make even more difficult the possibility of adequate functioning on their own level."[15]

Another cause of lack of motivation and early-school leaving is the youth's insufficient knowledge of current and projected employment opportunities.

In the document: Manpower Challenge of the 1960's, the U. S. Department of Labor projected continuation of the relatively high levels of economic activity and employment which have prevailed in the United States through the 1970's and a continuation of scientific and technological advance affecting industrial methods of production, medical, health and educational services.

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[15]Kenneth B. Clark, "Educational Stimulation of Racially Disadvantaged Children"; Education in Depressed Areas, Harry Passow, ed. pg. 142

Based on the above stated multiple needs the Education Department was confronted with the problem of deciding the kinds of counseling services to emphasize in the program; the most efficacious method of interrelating the services with the tutorial program; and the development of methodologies effective in promoting positive learning and behavorial changes within the youths participating in the program. It was hypothesized the program should differ from the in-school program; be an adjunctive as well as concommitant with the tutorial services and reach the youths' home, school and community contacts.

Immediate attention was given to the center "drop-out" and the special services required by him; the reading problem and its implication for all future learning and training; the high rate of juvenile delinquency and its impact upon the younger children; and the apathy and impotence which seem to afflict our community. These problems impelled us to be both flexible and pragmatic in seeking solutions. The crushing impact of ghetto life upon our children, although well known, was not all inclusive as a destructive force. There is qualitative and quantitative variation of this impact within the Harlem community. It was this pattern of variance that determined our general approach and served as a basis for a working philosophy. Our approach was an ecological one, our methodology eclectic.

The general aims for the counseling were:

To recognize the individual differences of every child and young adult;

To recognize the inate ability of our participants to learn, to create and to contribute to the main stream of our society;

To enhance the opportunity for the individual to learn, to create and to participate fully in our Democratic society;

To assist our participants in removing all barriers that are deterring the learning and socializing process.

The specific aims were:

To provide realistic counseling and educational-vocational guidance for each participant in the program, in an attempt to discover problems and talents; reinforce positive attitudes and values; and bring about changes in atypical behavior.

To make proper referrals for psychiatric assistance, educational and job placement; and scholarship aid.

To assist in the development of positive self-image and racial identification through use of group discussion, involvement of HDPC assistant teachers, and use of Negroes as speakers who are not too distantlly removed by either social, economic or age factors.

To articulate and cooperate with the staff of the remedial and enrichment programs to further enhance learning.

To provide for individual and group testing when needed.

To provide for individual and group meetings with teachers and assistants in the centers for the purpose of exchanging ideas and evaluating programs.

To provide parental consultations and workshops.

To make home visits to familiarize family of aims and goals of the program and thereby gain support.

The advisors evaluated behavioral changes and academic growth by contacting in-school personnel for observational reports. Records were kept noting interviews and progress reports. The advisors also submitted monthly reports on all contacts as well as reports on the personnel problems and adjustments.

At the monthly workshop conferences conducted by the guidance coordinator these reports furnished the basis for discussion.

F. Special Activities

In addition to the regular programs the centers also participated in a number of special activities. On the Saturday before Thanksgiving the students at each center, under the guidance of their HDPC group leaders, planned parties, made costumes and performed in original skits. Prizes were awarded for the most original costumes.

The Christmas activities began with an afternoon party on December 21 at Connie's Ballroom at 65 West 129 Street. Santa Claus, a carol sing, food and gifts made this an enjoyable event for the students in the afternoon centers. The evening students attended a program and party at ACT. During the Christmas vacation week the afternoon centers were scheduled to attend a movie, a play and visit the Hayden Planetarium and/or the Brooklyn Children's Museum. The trip program was not as successful as the parties. Although adequate preparation was made, less than one-third of the registered students participated.[16] On a follow-up questionnaire many of the students stated they "had forgotten" about the trips. Others said they could not afford to pay the carfare.[17]

On March 18 the assistant teachers and students presented a Variety Show in the gymnasium at the ACT offices. The audience of over four-hundred and fifty (450) enjoyed the African and Modern dances, choral singing and recitations. At the reception that followed the center staff met with the parents.

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[16]Two weeks before the trips the students and assistants were apprised of the program; parental consent slips were obtained; and detailed travel instructions and a trip guide - Learn and Have Fun on Trips (prepared by the Education Department), were given to the students and assistants.

[17]The Education Department could not obtain free transportation for the students. The Transit Authority, Youth Board and Board of Education stated free transportation could only be given during the summer months.

> A Post-Easter Festival, including a parade and egg hunt was held on the Monday after Easter, April 19, 1965. Through the cooperative efforts of the After-School Coordinator, his staff and workers from other ACT departments, approximatel 900 marched down 7th Avenue. There were floats, bands and marching units from ACT and other community agencies. At St. Nicholas Park, the parade's termination point, approximately 1,200 children participated in the egg hunt. Twenty-five prizes donated by persons and businesses in and outside of the community were awarded to the students who found the most eggs. Trophies were awarded to the three best floats.

In March the Education Department printed the first issue of the monthly After-School program newsletter. Articles contributed by the students and HDPC assistant teachers gave news of the centers. In addition, the Harlem River afternoon center prepared its own newsletter.

On June 3, 1965 the centers held their closing program at the ACT auditorium. Merit awards were presented to the students for self-improvement, attendance and creativity. All students in the program received a certificate to inspire them to continue their efforts to develop their skills and abilities. The advisors, teachers, fifty-two assistant teachers and YLC aides received certificates of appreciation for their service to the Harlem youth.

The number of students registered in these programs climbed from 933 in November to 1211 as of May 1. Of this final figure, 781 were registered in the afternoon centers; 234 in the evening centers; and 196 in the Saturday program.

The weekly average attendance range was 56 - 58%. This registration was 189 short of the 1400 figure projected in the 1964-65 budget.

PART IV

RECOMMENDATIONS

The program had many successes. But, as with all endeavors, there were problems. In order to strengthen future programs these were studied. The recommendations which follow are drawn from the result of this study and authorities in the field. The topical divisions indicate the problem areas.

SELECTION AND EVALUATION

One of the primary aims of the anti-poverty programs is to encourage and develop indigenous leadership. Therefore, the agency should establish realistic selection criteria for the assistant teachers. This criteria should indicate initial minimum requirements and goals the assistants are expected to achieve at specific intervals during their year of service.

With this in view the initial screening committee should, during the selection interview, note the academic, social strengths, weaknesses and potential. Personal problems, educational and vocational plans should also be recorded.

At the pre-determined intervals, the assistants should be interviewed and observed in order to ascertain personal and professional growth, the resolution of problems and the steps they have taken to implement their

plans. When necessary the agency should provide in-service training to meet continued needs and make referrals to appropriate agencies. In this manner the agency would be helping the assistants to develop their potentialities while serving the community.

TRAINING PROGRAM

Assistant Teachers

The generic portion of the training program (in addition to providing the trainees with insight as to the causes of their community's socio-economic ills, methods of effecting change and the aims of the agency), should build positive concepts of the Negro, and an understanding of organizational structure and process.

The inclusion of these areas would prepare the assistants to better understand:

The need for authority; the role of the authority figure; and the feasibility of Negroes to effectively function in these roles.

The line and staff relationships in the agency and centers.

The process used to prepare payrolls, order and deliver materials, etc.

The specialized training should include instruction in each area the assistants will work -- remedial reading and math, and Negro history and contemporary contribution. Since in the study club the assistants tutor the students in all academic areas they should receive training in penmanship and other work-study skills.

The orientation and training program should be be divided into parts:

Part 1	Generic and Specialized Skills Training	2 weeks
Part 2	Field experience - 3 days Workshops - 2 alternate days (Feed back of field experience)	1 week
Part 3	Field experience - 4 days p.w. Workshop - 1 day p.w.	6 weeks
Part 4	Placement - 6 days Weekly Center Conference Monthly Workshop at the agency	Remainder of the program

The training materials should include a course of study in the form of a "how to" booklet for each program at the centers. These could then be used as references after the training period.

Advisors and Teachers

The advisors should be informed of the type of training the assistants receive and provided with the same training materials. In this manner the entire center staff would have the same frame of reference. Stress should be placed on their role as on-going trainers of the assistant teachers as well as the students.

Relations With the Schools

The agency should establish an official relationship with the district superintendents of the schools in the Harlem community. Since the ACT program differs in content and scope from that of the Board of Education machinery should be established for cooperative co-existence. The agency and the district superintendents should identify the youth each plans to serve.

The schools would then feel free to refer the students who met the agency criteria to the ACT centers. The district superintendents and the agency should develop procedures to:

Transfer students, when necessary, from one program to another.

Mutually transmit information, (i.e., materials and methods used, test results, guidance problems, etc.) needed to better serve the youth.

Permit free transportation for the students in the Saturday cultural enrichment program.

Field Supervision

One Board of Education licensed guidance counselor per three centers is needed to effectively implement this program. He would be the liaison between the office -- the centers -- the home -- and the schools. Among his duties would be to train and supervise the advisors in the guidance aspect of the program, work with students with difficult problems and develop programs to involve and educate the parents.

PROGRAMS

Remedial Program

This program should have three month cycles. At the beginning and end of each the students should be tested. The results of these tests would determine whether they they remain in the remedial program for an additional three months or transfer to the academic enrichment program where learned skills could be further developed. (The academic enrichment program was included in the project design but not implemented in the 1964-65 program.)

Study Club Program

Discipline was the principle weakness in the Study Club program. When the assistants were not giving the students direct attention they became disruptive. With proper reference materials, magazines and library books and an assistant teacher to supervise the program, problems would be greatly lessened if not eliminated.

Saturday Cultural Enrichment Program

With the efforts being made to desegregate the schools, this program should prepare the students to function in an integrated environment. While increasing their knowledge of the history and current contributions of their race, they should also be apprised of the contributions made by others. Also, activities should be geared to develop more positive intergroup relations.

. . . . . .

ACT believes that with the implementation of these recommendations, the program will prove to be most effective. Hopefully, with the combined forces of the home - school - community working to meet the needs of the Harlem youth, eventually the program will not be needed.

PART V

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BIBLIOGRAPHY

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PART VI

APPENDICIES

APPENDIX A

CENTER LOCATIONS AND PERSONNEL

CENTER LOCATIONS	ADVISORS	TEACHERS	ASSISTANTS**	AIDES
ABYSSINIAN CC* 132 W. 138 St. Mrs. H. Dodson Center Dir. AFTERNOON	Eben F. Rogers	Claudia Gordon Shirley Harris Carolyn Hardy	Hank Abrashkin Anita Garvin Michelle Jamison	Doris Terry Pamela Terry
ACT EVENING	Waymond Saylor	William Jones	Linda Bell Joan Tally	
ACT SATURDAY	Waymond Saylor			Dennis Scott
COLONIAL HOUSES CC* Mrs. D. Porter Center Dir. AFTERNOON	Hazel Cogar	Henry Eubanks Constance Wingate	Beatrice Gross Gertrude Kirby Philip Perkins Madeline Evans	Thomas Downing Joseph Goodin
EVENING	George McDonald	Cortelyou Ellis Thomas Phillips	Margaret Morton	
DREW HOUSES Mrs. J. Evans Center Dir. AFTERNOON	Catherine Wilson	William Merrill Willie Gist	Dorothy Bell Phyllis Conliff	Maxine Dease Jane Irving
EVENING	Helen Hughes	Odessa Jones Beverly Ford	Calvin Caper Sylvia Woods	
SATURDAY	Edna Rust			

CENTER LOCATIONS	ADVISORS	TEACHERS	ASSISTANTS	AIDES
HARLEM RIVER Mrs. Seaborne Center Dir. AFTERNOON	Charles Dunn	Ruby Dixon Henry Forman	Carol Webb	Beverly Haughton Linda McKay James Parker
EVENING	Charles Loveday	Bert Whitehurst Flora Jones	Elaine Chambers Hazel Miller Marguerite Williams Ruth Williams	
SATURDAY	Rudolph Callender			
LINCOLN HOUSES Mr. J. Jackson Center Dir. AFTERNOON	Ralph Edwards	Lillie Spires	Helen Geiger Sandra White	Maxine Terry Lorraine Tabor Cynthia Fulton
EVENING	Martin Hayott	Shirley Gardner George Irving	Elaine Samuel Donna Liggins Audrey Monroe	
SATURDAY	Ralph Edwards			Harry West
MORNINGSIDE CC Mr. J. Simpson Center Dir. AFTERNOON	Hope Bradley	Hope Bradley	Helen Taylor Rosie Jenkins Delano Walsh	James Drayton
SATURDAY	Edward Matthews			
ST. PHILIP'S CC Mr. A. Edwards Center Dir. AFTERNOON	Joseph Sellers	Barbara Knight Faith Ringgold	Carole Leverett Marilyn Lewis Sylvia Dougherty	

CENTER LOCATIONS	ADVISORS	TEACHERS	ASSISTANTS	AIDES
ST. PHILIP'S	Melvin Thomas	Judi Adams	Patricia Hartley Kinerith Fife Carolyn McQueen	
SATURDAY	Joseph Sellers			
WALKER MEMORIAL CHURCH Rev. I. Moore AFTERNOON	William McCready	Katherine Collier Bernice Tobin	Susan Philip Brenda Ferguson Clovis Scott Esther Clark	Millicent Simpson
EVENING	Leslie Lewis	Leslie Lewis	Carolyn Howard Leonard Bentley Martin Walker	
SATURDAY	William McCready			
YWCA Miss G. Butler Program Dir. AFTERNOON	Bernice Matthew	Myrtle Fitz	Judith Pierce Joyce Michaelson Regina Williams	

* Community Center

** The assistant teachers in both the afternoon and evening centers work in the Saturday Centers.

APPENDIX B

FORMS USED IN THE PROGRAMS

The following forms were developed on an as needed basis:

FORM	TOPIC
	CENTER STUDENT AND PERSONNEL STATISTICS
1	Student Registration Form
2	Center Data Sheet
3	Monthly Statistical Report
4	4 - Week Student Attendance Sheet
	REQUISITION AND RECEIPT FORMS
%	Request for Materials
6	Request for Books
7	Receipt for Correspondence and Supplies
	PERSONNEL RECORDS
8	Profile Sheet - HDPC Assistant Teachers and YLC Aides
9	Profile Sheet - Advisors, Teachers
	EVALUATION
10	Teachers
11	Advisors
12	Assistant Teachers and Aides
13	Center Observation Forms
14	Trip Information Sheet

GUIDANCE

15	Advisor's Face Sheet
16	Guidance Record
17	Guidance Contact Report
18	Letter to Parents re: Absence

ASSOCIATED COMMUNITY TEAMS, INC.
179 West 137 Street
New York, N. Y. 10030

ACT's After-School Youth Service Center

Remediative _____ _____ Center _____
Reading Math

Study Club _____ Session: Afternoon _____

Evening _____

Saturday _____

Name _____ Age _____ Birthdate _____

Address _____ Apt. # ____ Tel. # _____

Parent's or Guardian's Name _____

Name of person to contact in case of emergency _____

_____ Tel. # _____

School _____ Grade ____ Class ____ Teacher _____

COMMENTS:

ASSOCIATED COMMUNITY TEAMS, INC.

AFTER SCHOOL YOUTH SERVICES CENTER PROGRAM
CENTER DATA SHEET

1. Center _____ 2. Program: A-Remedial _____
Session: Afternoon _____ B-Study Club _____
Evening _____ C-Saturday _____
Saturday _____

3. Personnel (check one)

A. Teacher _____ Name _____
B. Study Club Supervisor _____ Name _____
C. Saturday Supervisor _____ Name _____

D. Assistant _____ Name _____
E. Aide _____ Name _____

4. Students in Group

A. This group meets _____ and _____
(Day of Week) (day of Week)

B.

Name	Address & Telephone No.	Age	Class	Parents' Name

JLP:md

ASSOCIATED COMMUNITY TEAMS, INC.
AFTER-SCHOOL YOUTH SERVICES CENTERS

MONTHLY STATISTICAL REPORT

CENTER		Nov. 1	Dec. 1	Jan. 1	Feb. 1	Mar. 1	Apr. 1	May 1.	June 1
BYSINNIAN	A								
	E								
	S								
	T								
COLONIAL	A								
	E								
	S								
	T								
DREW	A								
	E								
	S								
	T								
HARLEM RIVER	A								
	E								
	S								
	T								
INCOLN	A								
	E								
	S								
	T								
ORNINGSIDE	A								
	E								
	S								
	T								
ST. PHILIP'S	A								
	E								
	S								
	T								
WALKER	A								
	E								
	S								
	T								
YWCA	A								
	E								
	S								
	T								

A = Afternoon Session
E - Evening Session
S - Saturday Session
T - Total

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ASSOCIATED COMMUNITY TEAMS
AFTER-SCHOOL YOUTH SERVICES CENTER PROGRAM

Week of _____ to _____

_____ to _____

FOUR WEEK STUDENT ATTENDANCE SHEET

Center _____

Session: Afternoon ---Evening ___

Name _____
(Please check appropriate title)
Teacher _____
Saturday Supervisor _____
Study Club Supervisor _____

Group Meets _____ and _____

Assistant Teacher _____
(Name)

	Week of____		Week of____		Week of____		Week of____	
STUDENTS' NAME	Day	Day	Day	Day	Day	Day	Day	Day

mc

ASSOCIATED COMMUNITY TEAMS, INC.
AFTER-SCHOOL YOUTH SERVICES CENTER

REQUEST FOR MATERIALS

CENTER DATE

WHEN NEEDED

QUANTY ITEM

Office Comments:

Request received by: _____ Field Aide _____ Date

Request made by _____ Teacher's Signature _____ Date

Materials Received _____ Teacher's Signature _____ Date

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New York 30, New York

BOOK REQUISITION

QUANTITY	TITLE
	Achieving Reading Skills Elfert & Weinstein
	Basic Reading Skills Curriculum Foundation Series
	Standard Test Lessons in Reading McCall-Crabbe
	Book A
	Book B
	Book C
	Book D
	Book E
	Phonics We Use
	Book A
	Book B
	Book C
	Book D
	Book E
	Reading for Meaning Coleman - Jungeblut
	Grade 4
	Grade 5
	Grade 6
	Mother Goose Reading Readiness Book
	Nip, The Bear Diagnostic Reading Work Book
	Red Deer The Indian Boy Diagnostic Reading Work Book
	Scottie and His Friends Diagnostic Reading Work Book

RECEIPT OF CORRESPONDENCE
AND/OR SUPPLIES

CENTER _____

Date	Subject	No. Pieces Correspond.	To	From	Received By

PROFILE SHEET

Education
Department

HDPC -____ YLC _____ Assignment _____

Name _____ Age _____ Birthdate _____

Address _____ Apt. # _____ Telephone _____

Education

H.S. _____ Date of graduation _____ or

Grade completed _____

College _____ Year _____ Day _____ Evening _____

Comments

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PROFESSIONAL STAFF PROFILE SHEET

Teacher _____ Advisor _____ Assignment _____

Name _____

Address _____ Apt. # _____ Telephone _____

Professional Experience

Current Position _____ Address _____

Telephone _____

Number years experience

References

Name	Address	Ref. Sent (Date)	Ref. Rec. (Date)
1.			
2.			
3.			

Comments

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ASSOCIATED COMMUNITY TEAMS, INC.
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New York 30, New York

AFTER-SCHOOL YOUTH SERVICES CENTER PROGRAM
TEACHER EVALUATION

Name of Teacher _____ Center _____

Name of Advisor _____ Center _____

Attendance and Punctuality

a. Daily regular _____ Irregular _____
b. Conference regular _____ Irregular _____

Classroom Management	Excellent	Good	Fair	Poor
a. control of pupils				
b. classroom atmosphere				
c. decorations, displays				
d. cleanliness of room				
e. pupil attendance				

Clerical Duties

a. Keeps accurate student attendance records Yes _____ No _____
b. Submits comprehensive monthly reports Yes _____ No _____

Attitude Toward:	Excellent	Good	Fair	Poor
a. pupils				
b. parents				
c. other staff				
d. immediate supervisor				

Seeks advice: yes _____ no _____ Comment _____
accepts suggestions: yes _____ no _____ Comment _____
makes good suggestions: yes _____ no _____ Comment _____

Evidence of professional growth (be specific) _____

_____

Teaching Situation

a. Observation of use of materials provided by main office

_____

_____

b. Observation of improvised or teacher materials

_____

_____

General impression of teacher's professionalism and contribution to the program: _____

_____

ASSOCIATED COMMUNITY TEAMS, INC.
179 West 137 Street
New York 30, New York

DVISOR EVALUATION FORM

Date _____

Advisor _____ Center _____ Session ____

Center Management:

a. Attendance regular ____ irregular ____

b. Sends Attendance sheets regularly ____ sporadically ____

c. Holds monthly center meetings Yes ____ No ____

d. Maintains accurate inventories Yes ____ No ____

e. Orders supplies and materials Yes ____ No ____

f. Submits reports (Monthly) Yes ____ No ____

g. Supervises center staff: _____

_____

Professional Aspects

a. Has background in professional area: Yes ____ No ____

b. Gets along with center staff: Yes ____ No ____

b. Anticipates and corrests staff problems: Yes ____ No ____

d. Makes proper referrals for clients: Yes ____ No ____

e. Seeks assistance from main office: Yes ____ No ____

f. Displays professional growth (courses, reading, attends professional meetings) Yes ____ No ____

eneral impression of Advisor strengths and contribution to program.

_____

_____

_____

_____ _____
Advisor's Signature Coordinator's Signature

mc

ASSOCIATED COMMUNITY TEAMS

CONFIDENTIAL EVALUATION
Assistant Teachers/YLC
in Education Program

NAME _____ Assistant Teacher ____
YLC ____

PLACEMENT _____ Supervisor _____

Title _____

Date _____

Key -- E - Excellent G - Good P - Poor
VG - Very good F - Fair

Categories	Rating				
	E	VG	G	F	P
1. Job Performance					
a. Ability to work independently					
b. Ability to work in a team					
c. Ability to perform duties listed in job description					
2. Relationship					
a. With teacher					
b. With other Assistant Teachers					
c. With YLC (where pertinent)					
d. With students					
3. Puntuality					
4. Attendance					
5. Personal Grooming					
6. Speech					

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ASSOCIATED COMMUNITY TEAMS, INC.
179 West 137 Street
New York 30, New York

Date _____

COORDINATOR CENTER-VISITATION FORM

Center _____ Address _____

_____
Name of Advisor observed

OBSERVATION REPORT

_____
Signature

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ASSOCIATED COMMUNITY TEAMS

AFTER-SCHOOL YOUTH SERVICES CENTERS

TRIP INFORMATION

Center _____

Date _____

Place _____ Address _____

Time of Activity _____

Type of Activity _____

_____

Time to Assemble at Center _____

Time to Leave Center _____

Travel Directions

Train Directions

From _____

To _____

Walking Directions

_____ _____

_____

_____

Do not bring lunch _____ Bring lunch _____

Place to eat lunch _____

Tell students to bring money to buy beverages.

Dress _____

_____

Other Informatinn _____

_____

_____

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ASSOCIATED COMMUNITY TEAMS, INC.
AFTER-SCHOOL YOUTH SERVICES CENTER

ADVISOR'S FACE SHEET

visor _____ Center _____

Name _____ Age _____ Birthdate _____

dress _____ Apt. # _____ Telephone # _____

Parent or Guardian's Name _____

n case of emergency contact _____

between 4 - 6:00 _____ 7 - 9:00 _____ Saturday _____

Reading Grade _____ _____ _____ _____
Test Score - date Test Score - date

Family composition

nc

ASSOCIATED COMMUNITY TEAMS
AFTER-SCHOOL YOUTH SERVICES PROGRAM

GUIDANCE RECORD

Advisor _____ +Center _____

General Data

Name _____ Date of Birth _____ Age ____
Address _____ Telephone _____
School _____ Class _____ Teacher _____
Father's Name _____ Mother's Name _____
Date _____ Interview (Initial) _____

Family History

Siblings

_____ _____
_____ _____
_____ _____

Language in Home _____
Child Lives with _____

Additional Information _____
_____
_____
_____
_____
_____

Agencies

School History

Former Schools _____ Test Data _____
Grades Repeated _____ Reading Level _____
Additional Information _____
_____

Health Data

Vision _____ Hearing _____ Speech _____
Hospital _____ Clinic _____
Serious Illness _____
_____

Emotional Area

Dependent _____ Docile _____
Seeks Attention _____ Aggressive _____
Lacks Confidence _____

ASSOCIATED COMMUNITY TEAMS (ACT)

AFTER-SCHOOL YOUTH SERVICES CENTER
GUIDANCE CONTACT REPORT

Student _____ Age ____ School _____ Grade ____

Address _____ Apt. # _____ Tel. # _____

Parent or Guardian _____

Date	

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9/64

ASSOCIATED COMMUNITY TEAMS
179 West 137 Street
New York 30, New York

Dear _____,

Your child _____ who attends ACT's remediation center at _____ has been absent from the program _____ days. His attendance at these sessions is extremely important if he is to benefit from the program. Please urge him to attend his center regularly and on time.

Sincerely,

:mc

The Associated Community Teams, Inc. is one of the major agencies in Central Harlem, concerned primarily with the implementation of a dynamic "Anti-Poverty" program.

The several components of the program, include not only Education, but Employment, the Harlem Domestic Peace Corps and a vital and active Adult Volunteer Service Corps.

The major focus of ACT, the agency, is to help the less fortunate residents of Central Harlem help themselves. All services and programs are geared toward helping the people of Central Harlem to know, to understand, and to accept the fact that they are persons of dignity, capacity, and worth.

ACT especially needs the support of the Central Harlem community in this gigantic effort.

Robert L. Cooper
Executive Director